

Using digital learning tools and skills on multicultural campuses in the shadow of Coronavirus crisis

Dr. Ilan (Daniels) Rahimi¹,
Dr. Gila Cohen Zilka²,
Dr. Idit Finkelstein¹,
Dr. Revital Cohen Liverant¹

¹Ono Academic College ²Bar Ilan University, Achva Academic College

Introduction

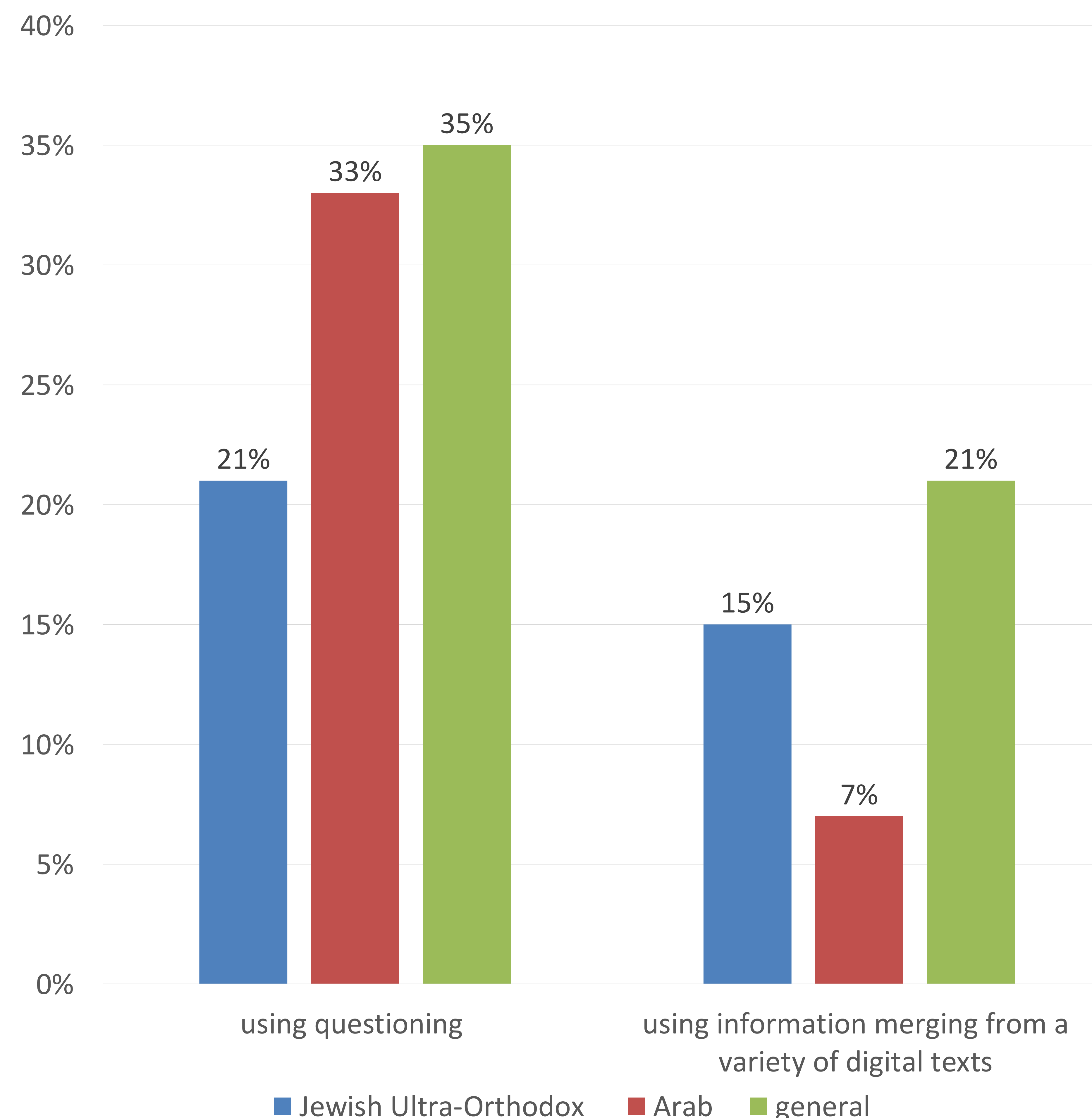
Most of the academic campuses in the State of Israel are diversely multicultural. The study aimed to examine the extent of use of digital tools and learning skills on multicultural campuses during the Coronavirus crisis

Methods

The study is a quantitative study. The data were collected in 2020-2021. The respondents were 639 students; 92 were from the general sector, 122 from the Ultra-Orthodox Jewish sector (21.4%) and 356 from the Arab sector (62.5%)
The questionnaire included closed-ended and open-ended questions. It relied on questionnaires used in previous studies: Digital Literacy Questionnaire and the Digital Divide Questionnaire (Cohen, Rahimi & Zilka, 2019; Rahimi, Zilka & Cohen 2019; Zilka, 2020; Zilka, Cohen & Rahimi, 2018). Tools: A one-way analysis of variance was performed to examine the differences in the general indices of the use of digital tools. A follow-up analysis (Scheffe's procedure) was performed to identify the source of the differences.

Results

Significant differences were found by sector in the frequency of use of learning skills. Among the Jewish Ultra-Orthodox sector, the frequency of using questioning is lower (about 21%) compared to the Arab and general sectors (33% -35%, respectively). Among the general sector, the frequency of using information merging from a variety of digital texts is higher (approximately 21%) compared to the Ultra-Orthodox sector (approximately 15%) and the Arab sector (approximately 7%).



Conclusions

Significant differences were found by sector in the frequency of use of digital tools and skills, the source of the differences stemming from partial access to the Internet by ultra-Orthodox students, and Hebrew being a second language for Arab students.

References

- Cohen, R., Rahimi, I. D., & Zilka, G. C. (2019). Self-efficacy, challenge, threat and motivation in virtual and blended courses on multicultural campuses. *Issues in Informing Science and Information Technology*, 16, 71-95. <https://doi.org/10.28945/4295>
- Rahimi, D.I., Zilka, C.G., & Cohen, R. (2019). Sense of challenge, threat, self-efficacy, and motivation of students learning in virtual and blended courses. *American Journal of Distance Education*, 33(1), 2-15.
- Zilka, C.G., Cohen, R., & Rahimi, D.I. (2018). Teacher Presence and Social Presence in Virtual and Blended Courses. *Journal of Information Technology Education: Research*, 17, 103-126. <https://doi.org/10.28945/4061>
- Zilka, C.G. (2020). Social presence in blended course forums in the training of preservice teachers. *International Journal of Mobile and Blended Learning (IJMBL)*, 12(4), 17-33. DOI: 10.4018/IJMBL.2020100102